

BELL STREET MIDDLE

600 Peachtree Street
Clinton, SC 29325

GRADES 7-8 Middle School

ENROLLMENT 589 Students

PRINCIPAL David C. O'Shields 864-833-0807

SUPERINTENDENT Charles H. Lackey 864-833-0800

BOARD CHAIR Myron (Buddy) Hunt 864-684-0304

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	31	13	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

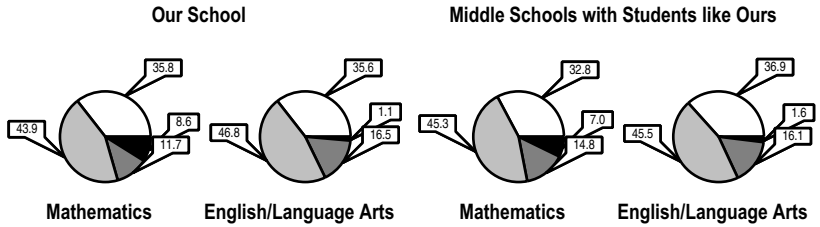
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	40	250	66
Percent satisfied with learning environment	82.1%	73.0%	58.5%
Percent satisfied with social and physical environment	87.2%	74.0%	58.5%
Percent satisfied with home-school relations	42.5%	88.0%	59.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	573	99.8	35.6	46.8	16.5	1.1	17.6	17.6
Gender								
Male	305	100.0	39.4	49.0	11.3	0.3	11.6	17.6
Female	268	99.6	31.4	44.3	22.4	2.0	24.3	17.6
Racial/Ethnic Group								
White	298	100.0	24.5	50.3	23.4	1.7	25.2	17.6
African-American	267	99.6	47.4	43.5	8.7	0.4	9.1	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	484	99.8	29.9	49.7	19.1	1.3	20.4	17.6
Disabled	89	100.0	68.3	30.5	1.2	N/A	1.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	573	99.8	35.6	46.8	16.5	1.1	17.6	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	569	99.8	35.1	47.1	16.6	1.1	17.7	17.6
Socio-Economic Status								
Subsidized meals	N/A	0.0	44.0	45.5	10.2	0.3	10.5	17.6
Full-pay meals	573	99.8	21.4	48.8	27.4	2.5	29.9	17.6

Mathematics								
All students	573	99.3	35.8	43.9	11.7	8.6	20.4	15.5
Gender								
Male	305	99.0	37.2	42.1	13.4	7.2	20.7	15.5
Female	268	99.6	34.1	45.9	9.8	10.2	20.0	15.5
Racial/Ethnic Group								
White	298	99.0	24.6	43.3	18.3	13.7	32.0	15.5
African-American	267	99.6	48.2	44.7	4.7	2.4	7.1	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	484	99.4	30.8	45.7	13.4	10.1	23.5	15.5
Disabled	89	98.9	64.2	33.3	2.5	N/A	2.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	573	99.3	35.5	44.0	11.8	8.7	20.4	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	569	99.3	35.4	44.0	11.9	8.7	20.6	15.5
Socio-Economic Status								
Subsidized meals	N/A	0.0	43.4	46.6	6.7	3.2	10.0	15.5
Full-pay meals	573	99.3	22.4	39.3	20.4	17.9	38.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	298	N/A	40.7	43.4	12.8	3.0	15.8
	Grade 8	256	N/A	39.1	43.4	16.0	1.6	17.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	286	100.0	36.5	43.1	19.3	1.1	20.4
	Grade 8	287	99.7	34.8	50.5	13.6	1.1	14.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	298	N/A	42.8	34.0	14.1	9.1	23.2
	Grade 8	256	N/A	52.0	37.9	7.0	3.1	10.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	286	99.0	34.2	42.3	11.4	12.1	23.5
	Grade 8	287	99.7	37.4	45.4	12.1	5.1	17.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 589)				
Students enrolled in high school credit courses (grades 7 & 8)	18.2%	Down from 18.9%	10.8%	14.4%
Retention rate	5.8%	Up from 4.5%	3.3%	2.3%
Attendance rate	94.5%	Down from 94.6%	95.1%	95.2%
Eligible for gifted and talented	15.6%	Up from 14.0%	12.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.8%	Down from 18.2%	14.9%	14.1%
Older than usual for grade	4.2%	Down from 4.3%	4.6%	4.9%
Suspended or expelled	1.0%	Down from 2.1%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	32.4%	Down from 39.5%	45.7%	47.1%
Continuing contract teachers	89.2%	Up from 81.6%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.6%	Up from 75.3%	81.6%	84.3%
Teacher attendance rate	94.8%	Down from 96.0%	94.8%	95.0%
Average teacher salary	\$36,712	Down 0.9%	\$38,722	\$39,924
Prof. development days/teacher	N/R	N/R	10.7 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	21.8 to 1	Down from 22.9 to 1	20.5 to 1	21.0 to 1
Prime instructional time	88.1%	Down from 92.1%	88.6%	88.9%
Dollars spent per pupil*	\$5,309	Up 13.5%	\$5,926	\$5,854
Percent spent on teacher salaries*	64.9%	Down from 70.1%	62.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.4%	Down from 99.0%	95.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bell Street Middle School is in a unique educational setting. Nestled between the rapidly growing upstate and the traditional urban sprawl of Columbia, Bell Street is located in the rural city of Clinton. Just as the trains used to stop here in the past as a jump-off point to anywhere in the southeast, Bell Street is now the educational connection to a better, brighter future. Bell Street Middle School continues to be a focus of pride for our small, yet devoted population.

During the 2002-2003 school year, Bell Street averaged an enrollment of approximately 590 students in grades 7 and 8. Our students come to us from our sixth grade center, which draws from 4 local elementary schools. Our school serves a very diverse student population, from a number of Gifted and Talented students to those with special needs. We also serve a population of approximately 70% free and reduced lunch, which allows us to use the universal breakfast program to feed our entire school population for free. Our diversity is what makes Bell Street such a wonderful and opportune place for our students to learn.

As the school year began, Laurens School District 56 revealed specific expectations for all schools and students including (1) structuring instructional time for achievement in reading and math; (2) studying data and schedules to align priorities; (3) expecting, increasing, and reinforcing writing across all disciplines at all grade levels; and (4) creating and establishing school-wide educational themes.

These expectations fit perfectly with the new endeavor that Bell Street began last year. As we are adding a new science wing onto our existing building, we are "constructing a better future" inside our classrooms for our students. We have adjusted our schedule to allow for extended time in both Language and Math to better prepare our students. This additional instructional time allows our teachers to use well-researched, best practices in their classrooms. Our Language Arts classes are using the research of Katie Wood Ray to create a writing workshop approach. Our Math teachers are able to use the additional time in class to address students' individual needs by using the standards based approach program of Accelerated Math. With the guidance of our teacher leaders, all teachers in the building had their students writing within and across the curriculum. Using this research, we created a PACT Prep class to better prepare our students for PACT. We have done an extensive amount of research to prepare our students and to increase their academic achievement.

Bell Street is one of 6 schools in the state participating in the Milken Teacher Advancement Program (TAP). This program is designed to assist teachers by creating opportunities for individual and collaborative professional development based on the needs of both the teacher and the students.

This year, our Science Olympiad team won our state competition and had a fantastic showing in the national competition.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.